EQ 360

COACH 360° FEEDBACK REPORT

Serena Sample

Rated by: Manager(1), Peers(3), Direct Reports(3)

Leadership Development Program

November 22, 2011

EITC | The **Emotional Intelligence Training Company Inc.**
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Participant Response Style Explained

No validity concerns were found for this report.

PARTICIPANT SUMMARY

Name: Serena Sample
Age: 44
Gender: Female

Completion Date: November 22, 2011
Time to Completion: 9:58
Norm Type: General Population

INCONSISTENCY INDEX: 1

The Inconsistency Index is 1, indicating consistency in responses across pairs of items with similar content. However, you may want to examine the following item pair where inconsistent responses were provided (see Item Responses page for more details): 28&31.

POSITIVE IMPRESSION: 0

NEGATIVE IMPRESSION: 0

Both the Positive and Negative Impression indices are less than 3. Responses are likely neither the result of an overly positive, nor an overly negative response style. You may want to ask:

"Tell me about your process for responding to the items."
"What did you think of the items? Were any particularly difficult to respond to?"

ITEM 133 (My responses to the preceding sentences were open and honest): 5

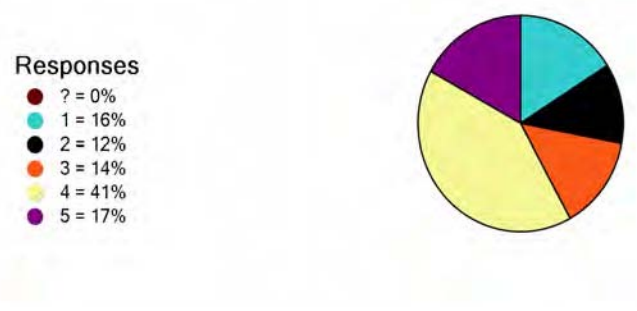
Serena 's response was: **Always/Almost Always.**

OMITTED ITEMS:

No items were omitted.

RESPONSE DISTRIBUTION

Serena did not show a significant preference for using either the extreme ends or the middle points of the response scale.



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Name: Serena Sample

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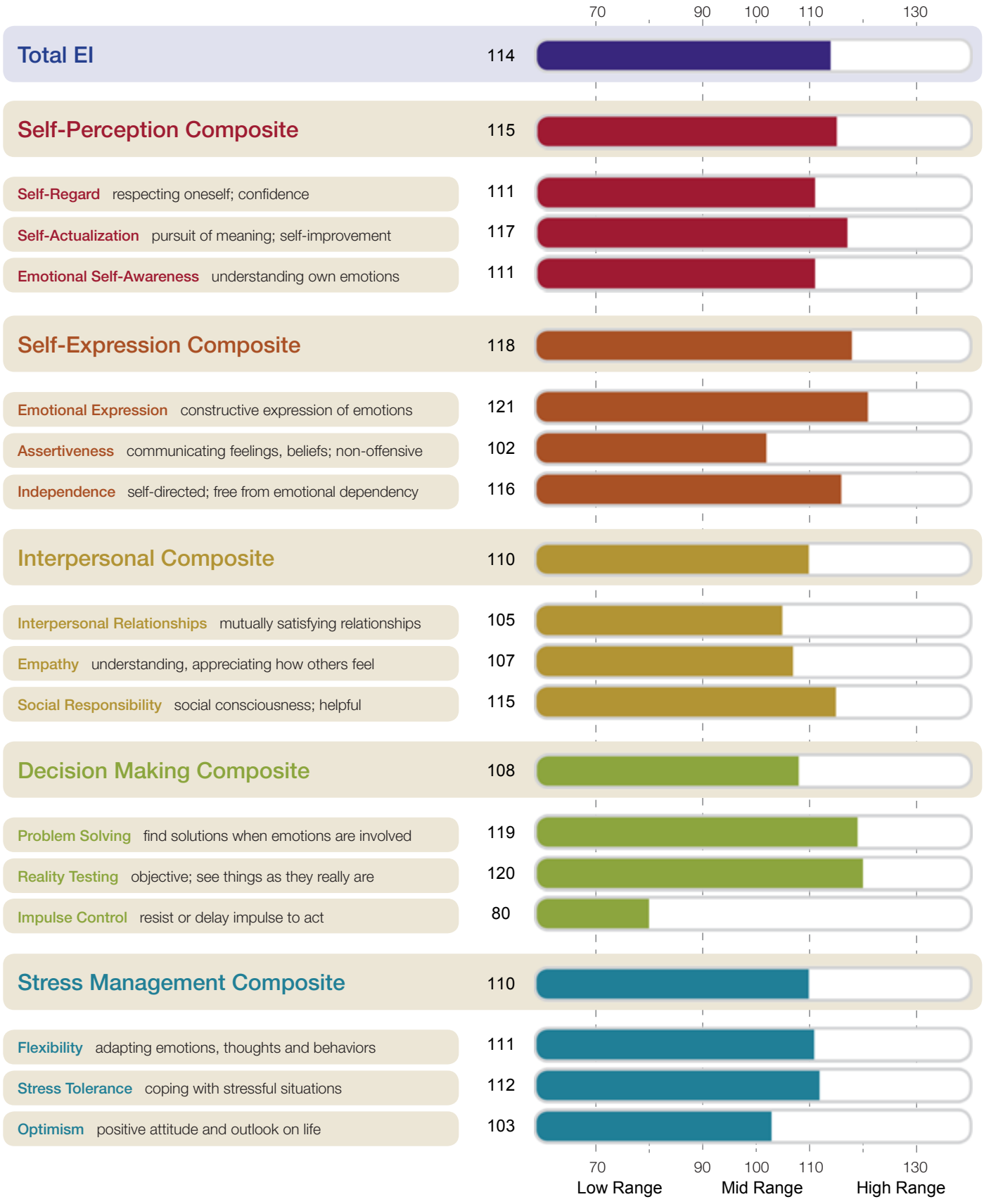
Overview of Results



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Item Responses

Responses are shown by item on the following two pages. Items are shown by subscale and are exactly as they appeared on the assessment. Please note, although some items use reversed language, the higher the response indicated, the more frequent is the behavior.

Responses to each item were provided using the following rating scale:
1= Never/Rarely; 2=Occasionally; 3=Sometimes; 4=Often; 5=Always/Almost Always.

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Self-Regard

10	[illegible]	5
19	[illegible]	3
31	[illegible]	1
64	[illegible]	1
89	[illegible]	1
128	[illegible]	4
130	[illegible]	4
132	[illegible]	5

Self-Actualization

8	[illegible]	5
49	[illegible]	5
58	[illegible]	5
63	[illegible]	4
73	[illegible]	4
76	[illegible]	4
104	[illegible]	5
109	[illegible]	4
118	[illegible]	5

Emotional Self-Awareness

16	[illegible]	5
27	[illegible]	4
40	[illegible]	4
62	[illegible]	4
105	[illegible]	4
121	[illegible]	4
125	[illegible]	4

Emotional Expression

39	[illegible]	2
47	[illegible]	4
69	[illegible]	2
93	[illegible]	4
100	[illegible]	1
103	[illegible]	1
108	[illegible]	1
117	[illegible]	1

Assertiveness

3	[illegible]	3
7	[illegible]	4
21	[illegible]	4
23	[illegible]	3
53	[illegible]	4
86	[illegible]	4
95	[illegible]	4

Independence

4	[illegible]	1
15	[illegible]	1
46	[illegible]	1
54	[illegible]	1
65	[illegible]	2
81	[illegible]	2
97	[illegible]	1
114	[illegible]	2

Interpersonal Relationships

9	[illegible]	5
22	[illegible]	4
38	[illegible]	4
41	[illegible]	3
66	[illegible]	5
74	[illegible]	4
102	[illegible]	4
129	[illegible]	4

Empathy

13	[illegible]	4
24	[illegible]	4
30	[illegible]	4
52	[illegible]	2
70	[illegible]	5
78	[illegible]	5
91	[illegible]	5
110	[illegible]	4
124	[illegible]	4

Social Responsibility

11	[illegible]	5
18	[illegible]	4
20	[illegible]	5
60	[illegible]	4
61	[illegible]	4
115	[illegible]	4

Problem Solving

17	[illegible]	2
37	[illegible]	1
45	[illegible]	1
68	[illegible]	2

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Item Responses

72	[illegible]	1
75	[illegible]	1
84	[illegible]	1
112	[illegible]	1

Reality Testing

14	[illegible]	5
36	[illegible]	5
43	[illegible]	4
57	[illegible]	4
77	[illegible]	5
85	[illegible]	5
107	[illegible]	4
111	[illegible]	4

Impulse Control

2	[illegible]	2
5	[illegible]	3
34	[illegible]	3
44	[illegible]	3
48	[illegible]	4
50	[illegible]	3
56	[illegible]	3
67	[illegible]	3

Flexibility

6	[illegible]	2
33	[illegible]	3
42	[illegible]	2
82	[illegible]	2
87	[illegible]	2
96	[illegible]	1
120	[illegible]	2
122	[illegible]	3

Stress Tolerance

1	[illegible]	3
26	[illegible]	2
55	[illegible]	4
79	[illegible]	5
88	[illegible]	4
99	[illegible]	4
113	[illegible]	5
123	[illegible]	1

Optimism

29	[illegible]	4
32	[illegible]	4
35	[illegible]	2
80	[illegible]	4
83	[illegible]	4
90	[illegible]	4
98	[illegible]	4
116	[illegible]	4

Happiness

12	[illegible]	1
28	[illegible]	3
51	[illegible]	4
71	[illegible]	5
92	[illegible]	4
101	[illegible]	4
106	[illegible]	4
126	[illegible]	4

Inconsistency Item Pairs

≠ indicates inconsistent responses

80.	[illegible]	4
90.	[illegible]	4
29.	[illegible]	4
32.	[illegible]	4
130.	[illegible]	4
132.	[illegible]	5
92.	[illegible]	4
101.	[illegible]	4
71.	[illegible]	5
116.	[illegible]	4
110.	[illegible]	4
124.	[illegible]	4
≠ 28.	[illegible]	3
31.	[illegible]	1
88.	[illegible]	4
99.	[illegible]	4
70.	[illegible]	5
78.	[illegible]	5
106.	[illegible]	4
126.	[illegible]	4

Positive Impression/Negative Impression

25	[illegible]	3
59	[illegible]	4
94	[illegible]	3
119	[illegible]	3
127	[illegible]	4
131	[illegible]	3

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Rater Details

	Manager(s)	Peers	Direct Reports	Friends/ Family	Other	All Raters
Number of raters per group	1	3	3			7
How long have you known the person being assessed?						
Under 1 year						
1 to 5 years	1	2	2			5
6 to 10 years		1	1			2
Over 10 years						
How often do you interact with the person being assessed?						
Rarely						
Occasionally						
Sometimes			3			3
Often	1	3				4
How well do you know the person being assessed?						
Not very well						
Fairly well		2				2
Well			3			3
Very well	1	1				2

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Rater Response Style Explained

M	P	DR	F	
Manager(s)	Peers	Direct Reports	Friends/Family	Other

INCONSISTENCY INDEX

These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.	These raters were consistent across the inconsistency item pairs.		

POSITIVE & NEGATIVE IMPRESSION

Raters' responses are likely neither the result of an overly positive nor an overly negative response style.	Raters' responses are likely neither the result of an overly positive nor an overly negative response style.	Raters' responses are likely neither the result of an overly positive nor an overly negative response style.		

ITEM 133 (My responses to the preceding sentences were open and honest):

Always/Almost Always=1	Always/Almost Always=3	Always/Almost Always=3		

OMITTED ITEMS

None of the raters exceeded the allowed number of omitted items for any of the scales.	None of the raters exceeded the allowed number of omitted items for any of the scales.	None of the raters exceeded the allowed number of omitted items for any of the scales.		

RESPONSE DISTRIBUTION

= Never/Rarely = Occasionally = Sometimes = Often = Always/Almost Always = ?

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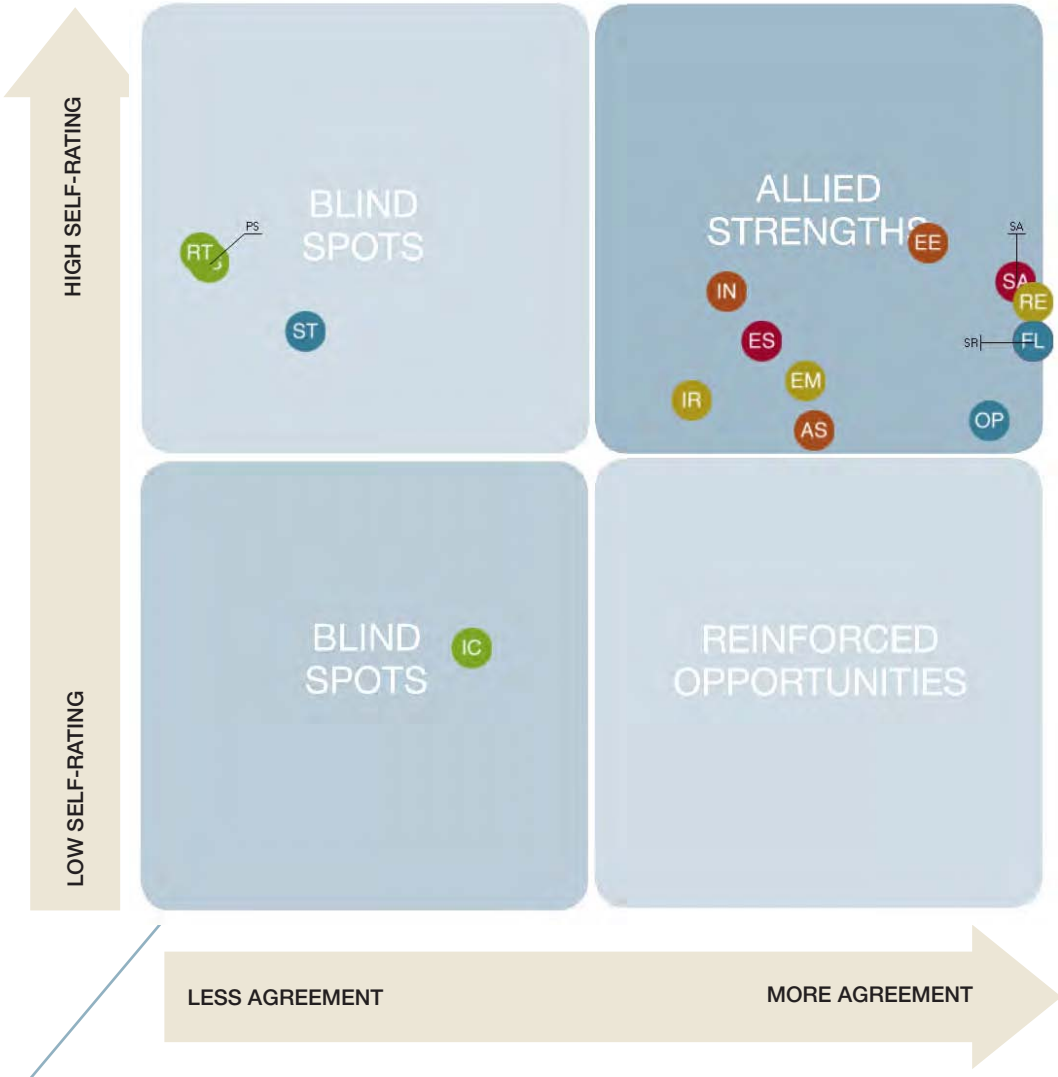
Profile Gap Analysis

The figure on this page provides you with a general overview of the level of agreement between your client's self-report and how others see him or her.

- The vertical axis shows your client's self-rating. Higher scoring subscales will appear towards the top of the graph and lower scoring subscales at the bottom.
- The horizontal axis shows you how much agreement there is between your client's self score and the scores received from the rater groups, across the various subscales. Subscales appearing to the far right indicate consensus—raters agree with your client's own assessment of each behavior.
- Subscales that overlap with one another indicate a consistent experience of those particular EI behaviors.



LEGEND

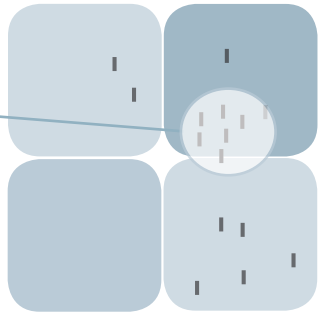
SR	Self Regard
SA	Self-Actualization
ES	Emotional Self-Awareness
EE	Emotional Expression
AS	Assertiveness
IN	Independence
IR	Interpersonal Relationships
EM	Empathy
RE	Social Responsibility
PS	Problem Solving
RT	Reality Testing
IC	Impulse Control
FL	Flexibility
ST	Stress Tolerance
OP	Optimism

WHAT TO LOOK FOR:

Subscales falling in the left quadrants have awareness gaps, meaning your client sees him- or herself differently from the way others do. Your client may be unaware of, or "blind" to his/her own EI strengths and weaknesses.

WHAT TO LOOK FOR:

Concentration in the two right quadrants indicates a healthy level of self-awareness.



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Rater Response Summary

Now that you understand your client's self-rating on the EQ-i 2.0, you can begin to discover the richness of the data collected from his/her colleagues. The two graphs below show a broad overview of the results at the Total EI level and at a Composite Scale level.

Total EI:

Total EI provides a general indication of how emotional and social skills influence the way one perceives and expresses oneself, maintains social relationships, copes with challenges, and uses emotional information in a meaningful way.

	70 90 100 110 130	Self	Manager	Peer	Direct Reports	Family/ Friends	Other
Total EI		114	106	108	107		

Composite Areas:

The five composite areas represent broad skill areas that are important in dealing with workplace demands. Once your client understands his or her results in these broader areas, use the graph on the next page to dig deeper into your client's specific subscale results.

	70 90 100 110 130	Self	Manager	Peer	Direct Reports	Family/ Friends	Other
Self-Perception		115	112	111	110		
Self-Expression		118	103*	118	114		
Interpersonal		110	110	103	106		
DecisionMaking		108	97*	101	99		
Stress Management		110	104	107	106		

* indicates that there is a significant difference between this rater group's score and your SELF score

Self-Perception. Subscales in this composite address the 'inner-self' and assess one's feelings of inner strength, confidence, pursuit of meaningful goals as well as one's understanding of what, when, why, and how different emotions impact your thoughts and actions.

Self-Expression. Subscales in this composite are an extension of Self-Perception as they assess the outward expression or the action part of one's internal perception. Such skills as openly expressing thoughts and feelings in a constructive way and remaining self-directed are included in this composite.

Interpersonal. The Interpersonal composite includes subscales which measure one's ability to develop and maintain relationships based on trust and compassion, articulate an understanding of another's perspective, and act responsibly, showing concern for others, one's team or one's greater community/organization.

Decision Making. Subscales in this composite address the way in which one uses emotional information by understanding the impact emotions have on decision-making, including the ability to resist or delay impulses and remain objective so to avoid rash behaviors and ineffective problem solving.

Stress Management. This composite contains subscales which address how well one can cope with the emotions associated with change and unpredictable circumstances, while remaining hopeful about the future and resilient in the face of setbacks and obstacles.

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Rater Response Summary

	EI Subscales	70 80 90 100 110 120 130	Self (S)	Manager (M)	Peer (P)	Direct Reports (DR)	Family/ Friends (F)	Other
	Number of raters		1	1	3	3		
Self-Perception	Self-Regard		111	109	107	111		
Self-Perception	Self-Actualization		117	113	115	111		
Self-Perception	Emotional Self-Awareness		111	109	105	102		
Self-Expression	Emotional Expression		121	111*	120	115		
Self-Expression	Assertiveness		102	101	114*	106		
Self-Expression	Independence		116	96*	110	111		
Interpersonal	Interpersonal Relationships		105	108	99	105		
Interpersonal	Empathy		107	105	99	101		
Interpersonal	Social Responsibiilty		115	116	116	113		
Decision Making	Problem Solving		119	94*	108*	104*		
Decision Making	Reality Testing		120	104*	105*	105*		
Decision Making	Impulse Control		80	95*	89	89		
Stress Management	Flexibility		111	111	111	112		
Stress Management	Stress Tolerance		112	94*	101*	97*		
Stress Management	Optimism		103	107	108	107		

* indicates that there is a significant difference between this rater group's score and your SELF score

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Self-Regard

Self-Regard respecting oneself; confidence

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	4	3.67	4.33		
[illegible]	3	4	4	4.33		
[illegible]	1	1	1.33	2		
[illegible]	1	1	1.33	1.33		
[illegible]	1	2	1	1.33		
[illegible]	4	4	4	4.33		
[illegible]	4	4	4.33	4.33		
[illegible]	5	5	4	5		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Self-Regard with its related subscales: Self-Actualization, Problem Solving, and Reality Testing.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

	= Self-Actualization (117)	Your SelfRegard is in balance with your SelfActualization.
Self-Regard (111)	= Problem Solving (119)	Your SelfRegard is in balance with your Problem Solving.
	= Reality Testing (120)	Your SelfRegard is in balance with your Reality Testing.

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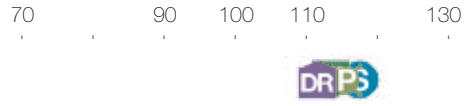
Self-Actualization



Self-Actualization pursuit of meaning; self-improvement

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	4	4.33	4.67		
[illegible]	5	5	4.67	4.67		
[illegible]	5	5	5	4.67		
[illegible]	4	5	4.33	4.33		
[illegible]	4	5	4.67	4.33		
[illegible]	4	4	4.67	4		
[illegible]	5	4	4.67	4		
[illegible]	4	4	4.67	4.33		
[illegible]	5	4	4	4.33		

Responses: **1 Never/Rarely** **2 Occasionally** **3 Sometimes** **4 Often** **5 Always/Almost Always**

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Balancing EI

This section compares Self-Actualization with its related subscales: Self-Regard, Optimism, and Reality Testing.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Self-Actualization (117)	= Self-Regard (111)	Your SelfActualization is in balance with your SelfRegard.
	> Optimism (103)	Your SelfActualization result is higher than your Optimism result. These components can be better balanced by taking the time to recognize and celebrate successes. This approach is a good way to stay focused on positive results and become more optimistic toward future endeavors.
	= Reality Testing (120)	Your SelfActualization is in balance with your Reality Testing.

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Emotional Self-Awareness

Emotional Self-Awareness understanding own emotions

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	3	3.67	3.33		
[illegible]	4	4	3	3		
[illegible]	4	4	3.67	3		
[illegible]	4	4	3.67	4		
[illegible]	4	4	3.67	3.33		
[illegible]	4	4	3.67	3.67		
[illegible]	4	3	3.33	3.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Emotional Self-Awareness with its related subscales: Reality Testing, Emotional Expression, and Stress Tolerance.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Emotional Self-Awareness (111)	= Reality Testing (120)	Your Emotional SelfAwareness is in balance with your Reality Testing.
	< Emotional Expression (121)	Your Emotional SelfAwareness is lower than your Emotional Expression. Try explaining why you are expressing an emotion. For example, provide reasons for why you are worried about an upcoming business meeting—don't just be worried. This alignment will help you manage your emotions more effectively and helps others to deal with the underlying cause.
	= Stress Tolerance (112)	Your Emotional SelfAwareness is in balance with your Stress Tolerance.

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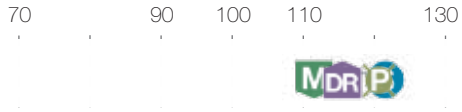
Emotional Expression



Emotional Expression constructive expression of emotions

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	2	2	1.33	2		
[illegible]	4	4	4.67	4.33		
[illegible]	2	2	2	1.33		
[illegible]	4	4	4.33	3.67		
[illegible]	1	2	1.67	1.67		
[illegible]	1	2	1	1.33		
[illegible]	1	2	1.67	2		
[illegible]	1	1	1.33	1.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Emotional Expression with its related subscales: Interpersonal Relationships, Assertiveness, and Empathy.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Emotional Expression (121)	> Interpersonal Relationships (105)	Your Emotional Expression is higher than your Interpersonal Relationships result. The expression of thoughts and feelings can be invaluable to maintaining meaningful and reciprocal relationships. Be attentive to how your words, tone, and body language can influence colleagues to maximize the effectiveness of your interactions with them.
	> Assertiveness (102)	Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing Emotional Expression and Assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see.
	> Empathy (107)	Your Emotional Expression is higher than your Empathy. Do you focus more on the expression of emotions, thoughts, and feelings than on being empathic toward others? Balancing these facets requires careful listening to the ideas of others, as well as being attentive to their feelings. When these facets are balanced, you can effectively gauge whether the intensity and timing of your expression is appropriate for the situation.

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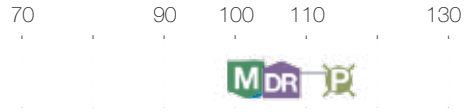
Assertiveness



Assertiveness communicating feelings, beliefs; non-offensive

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	3	1	1	2		
[illegible]	4	3	3.67	4		
[illegible]	4	4	3.67	3.67		
[illegible]	3	3	4.33	3.67		
[illegible]	4	3	4	3.67		
[illegible]	4	4	4.67	4.33		
[illegible]	4	4	4.67	4.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Assertiveness with its related subscales: Interpersonal Relationships, Emotional Self-Awareness, and Empathy.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Assertiveness (102)	= Interpersonal Relationships (105)	Your Assertiveness is in balance with your Interpersonal Relationships.
	= Emotional Self-Awareness (111)	Your Assertiveness is in balance with your Emotional SelfAwareness.
	= Empathy (107)	Your Assertiveness is in balance with your Empathy.

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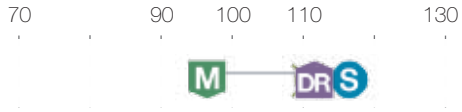
Independence



Independence self-directed; free from emotional dependency

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	1	3	2	1.33		
[illegible]	1	2	1.33	1		
[illegible]	1	2	1.67	1.67		
[illegible]	1	2	1	1.67		
[illegible]	2	2	2	1.67		
[illegible]	2	3	1.67	1.67		
[illegible]	1	2	1.67	1.67		
[illegible]	2	2	1	1.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Independence with its related subscales: Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Independence (116) =	Problem Solving (119)	Your Independence is in balance with your Problem Solving.
Independence (116) =	Emotional Self-Awareness (111)	Your Independence is in balance with your Emotional SelfAwareness.
Independence (116) >	Interpersonal Relationships (105)	Your Independence is higher than your Interpersonal Relationships result. Balancing these components means spending time and effort nurturing relationships, but not being overly reliant on them. Draw on the expertise of others when appropriate. Collobaration can help establish positive relationships.

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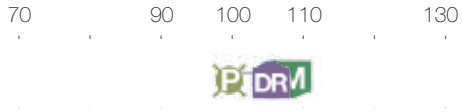
Name: Serena Sample

Interpersonal Relationships



Interpersonal Relationships mutually satisfying relationships

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	4	3.67	4.67		
[illegible]	4	4	4.33	4.33		
[illegible]	4	4	3.67	4		
[illegible]	3	4	3.33	3.67		
[illegible]	5	5	4	4.33		
[illegible]	4	5	4	4.67		
[illegible]	4	5	4.33	4.33		
[illegible]	4	4	3.67	3.67		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Interpersonal Relationships with its related subscales: Self-Actualization, Problem Solving, and Independence.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Interpersonal Relationships (105)	< Self-Actualization (117)	Your Interpersonal Relationships result is lower than your SelfActualization result. When these components are balanced, you invest time and effort into pursuing your own personal goals, while at the same time fostering meaningful relationships with others. Developing your interpersonal relationships has many benefits. In fact, significant people in your life often play an integral role in helping you reach goals that you may not have been able to achieve on your own.
	< Problem Solving (119)	Your Interpersonal Relationships result is lower than your Problem Solving result. These factors work together effectively when decisions are made and problems are solved while considering how the decisions will impact those around you. Take extra time when needed to communicate with others from the beginning so that they are engaged in the solution process.
	< Independence (116)	Your Interpersonal Relationships result is lower than your Independence result. This relationship is a balance of doing things on your own and working with others. Recognize that there are situations where collaboration can be advantageous, but avoid disturbing others with tasks that are easily completed without assistance.

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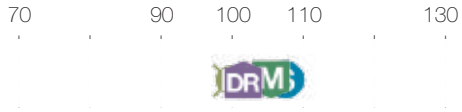
Name: Serena Sample

Empathy



Empathy understanding, appreciating how others feel

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	4	3	3.33	3.33		
[illegible]	4	4	3.33	3.67		
[illegible]	4	4	3.67	3.67		
[illegible]	2	4	2.67	2		
[illegible]	5	4	3.67	3.67		
[illegible]	5	3	3.33	3.67		
[illegible]	5	4	3.67	4		
[illegible]	4	4	3.67	4		
[illegible]	4	4	3.33	4		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Empathy with its related subscales: Emotional Self-Awareness, Reality Testing, and Emotional Expression.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Empathy (107)	= Emotional Self-Awareness (111)	Your Empathy is in balance with your Emotional SelfAwareness.
	< Reality Testing (120)	Your Empathy is lower than your Reality Testing. The ability to remain objective and unbiased should be balanced by embracing the emotional tone of a situation. Being overly detached may mean missing social nuances or emotional changes in others that can inhibit a positive resolution in some situations.
	< Emotional Expression (121)	Your Empathy is lower than your Emotional Expression. Before expressing emotions, be sure to consider the impact that your emotions can have on others. By displaying a greater balance of empathic behaviors, you will appear more supportive and less directive in your interactions with others.

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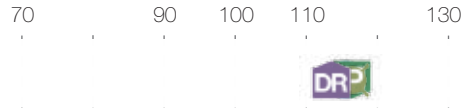
Name: Serena Sample

Social Responsibility



Social Responsibility social consciousness; helpful

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	5	4.67	4.67		
[illegible]	4	5	5	4.67		
[illegible]	5	4	3.67	3.67		
[illegible]	4	4	4.33	4.33		
[illegible]	4	4	4.33	4.33		
[illegible]	4	5	5	4.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Social Responsibility with its related subscales: Self-Actualization, Interpersonal Relationships, and Empathy.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Social Responsibility (115) =	Self-Actualization (117)	Your Social Responsibility is in balance with your SelfActualization.
Social Responsibility (115) >	Interpersonal Relationships (105)	Your Social Responsibility is higher than your Interpersonal Relationships result. To balance these components, make contributions to society by connecting with individual people. It is sometimes better to participate in a charitable event, for instance, than to simply donate money to a charity. Connect with individuals who are involved in the activities you pursue. Remember that being socially responsible can happen even on the smallest scale, helping one person at a time.
Social Responsibility (115) =	Empathy (107)	Your Social Responsibility is in balance with your Empathy.

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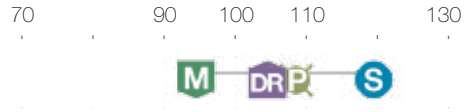
Name: Serena Sample

Problem Solving



Problem Solving find solutions when emotions are involved

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	2	3	1.67	2.33		
[illegible]	1	3	1.67	1.67		
[illegible]	1	2	1.33	1.33		
[illegible]	2	2	2	1.67		
[illegible]	1	2	1.33	1		
[illegible]	1	2	1.33	2		
[illegible]	1	2	1.33	2		
[illegible]	1	3	2.33	2.67		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Problem Solving with its related subscales: Flexibility, Reality Testing, and Emotional Self-Awareness.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Problem Solving (119)	= Flexibility (111)	Your Problem Solving is in balance with your Flexibility.
	= Reality Testing (120)	Your Problem Solving is in balance with your Reality Testing.
	= Emotional Self-Awareness (111)	Your Problem Solving is in balance with your Emotional SelfAwareness.

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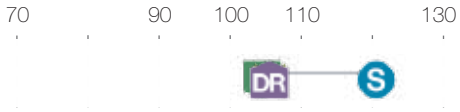
Name: Serena Sample

Reality Testing



Reality Testing objective; see things as they really are

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	5	3	3.67	3.67		
[illegible]	5	4	4.33	4		
[illegible]	4	4	3.67	3.67		
[illegible]	4	4	3.67	3.67		
[illegible]	5	3	3.67	3.33		
[illegible]	5	4	3.33	3.67		
[illegible]	4	3	3.33	3.67		
[illegible]	4	4	4	3.67		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Reality Testing with its related subscales: Emotional Self-Awareness, Self-Regard, and Problem Solving.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Reality Testing (120)	= Emotional Self-Awareness (111)	Your Reality Testing is in balance with your Emotional SelfAwareness.
	= Self-Regard (111)	Your Reality Testing is in balance with your SelfRegard.
	= Problem Solving (119)	Your Reality Testing is in balance with your Problem Solving.

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Name: Serena Sample

Impulse Control

Impulse Control resist or delay impulse to act

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	2	4	2.67	2.33		
[illegible]	3	2	3.33	3		
[illegible]	3	2	2.67	3		
[illegible]	3	2	2.33	3		
[illegible]	4	2	2.67	2.33		
[illegible]	3	3	2.67	2.67		
[illegible]	3	2	2.67	2.67		
[illegible]	3	2	2.33	2.67		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Impulse Control with its related subscales: Flexibility, Stress Tolerance, and Assertiveness.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Impulse Control (80)	< Flexibility (111)	Your Impulse Control is lower than your Flexibility. It is important to remain open to new ideas and change, as long as changes are not made haphazardly without proper thought to the implications of the changes. Creating a balance between impulse control and flexibility can result in more efficient and effective actions.
	< Stress Tolerance (112)	Your Impulse Control is lower than your Stress Tolerance. The best decisions under stress are often made when you can remain "cool under fire" and not pressured into taking unnecessarily hasty action. Balancing your coping strategies with a deliberate and controlled behavioral style under stress can improve your overall performance.
	< Assertiveness (102)	Your Impulse Control is lower than your Assertiveness. Assertiveness works effectively with impulse control when your actions are made with confidence after due consideration to those around you and to the circumstances. This relationship can be balanced by taking time to consider the appropriateness of what you want given the circumstances, then leveraging your assertiveness to act in the most effective manner.

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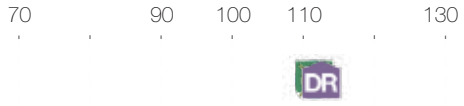
EQ 360

Flexibility



Flexibility adapting emotions, thoughts and behaviors

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	2	2	3	2		
[illegible]	3	2	1.33	2		
[illegible]	2	2	1.67	2.67		
[illegible]	2	1	3	2		
[illegible]	2	2	1.67	1.67		
[illegible]	1	3	1.33	1.33		
[illegible]	2	1	1.67	2		
[illegible]	3	2	1.67	1.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Flexibility with its related subscales: Problem Solving, Independence, and Impulse Control.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Flexibility (111)	= Problem Solving (119)	Your Flexibility is in balance with your Problem Solving.
	= Independence (116)	Your Flexibility is in balance with your Independence.
	> Impulse Control (80)	Your Flexibility is higher than your Impulse Control. To balance these components, avoid making changes without factoring in longterm considerations. Watch for others' reactions to the changes you bring about. If they aren't on board, it may be a sign that your changes are not well justified.

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MHS

Name: Serena Sample

Stress Tolerance

Stress Tolerance coping with stressful situations

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	3	2	3.33	3.33		
[illegible]	2	3	2.33	2.67		
[illegible]	4	5	4.67	3.67		
[illegible]	5	4	3.67	3.67		
[illegible]	4	3	3.67	3.33		
[illegible]	4	3	3.67	3.67		
[illegible]	5	3	3.33	3.33		
[illegible]	1	3	2.67	3		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Stress Tolerance with its related subscales: Problem Solving, Flexibility, and Interpersonal Relationships.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Stress Tolerance (112)	= Problem Solving (119)	Your Stress Tolerance is in balance with your Problem Solving.
	= Flexibility (111)	Your Stress Tolerance is in balance with your Flexibility.
	= Interpersonal Relationships (105)	Your Stress Tolerance is in balance with your Interpersonal Relationships.

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Name: Serena Sample

Optimism

Optimism positive attitude and outlook on life

This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	4	4	4.33	3.67		
[illegible]	4	4	4.33	4.33		
[illegible]	2	2	1.33	1.33		
[illegible]	4	4	4.33	4.67		
[illegible]	4	4	3.67	3		
[illegible]	4	4	4	4.33		
[illegible]	4	4	4	4.33		
[illegible]	4	5	4.33	4		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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Balancing EI

This section compares Optimism with its related subscales: Self-Regard, Interpersonal Relationships, and Reality Testing.

- Where a greater than (>) or less than (<) sign is shown, the subscale scores are significantly different and further investigation into these imbalances is recommended.
- When an equals sign (=) is shown the subscale scores are not significantly different from one another and therefore are well balanced. In order to maintain this balance, you may want to guide the respondent to watch for significant growth in one subscale over the other and consider ways that he/she can develop the subscales in tandem.

Optimism (103)	= Self-Regard (111)	Your Optimism is in balance with your SelfRegard.
	= Interpersonal Relationships (105)	Your Optimism is in balance with your Interpersonal Relationships.
	< Reality Testing (120)	Your Optimism is lower than your Reality Testing. To balance these components, use objective information and facts to inform, strategize, and inspire dreams and visions for the future. Although there are times when you must change course entirely, don't give up if there is still a reasonable chance to succeed. Consider all possible courses of action before revising goals.

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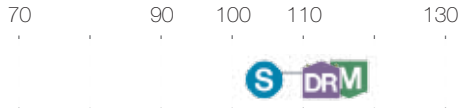
EQ 360

Well-Being Indicator

Happiness satisfied with life; content



This person…	Self	Manager	Peers	Direct Reports	Family/ Friends	Others
[illegible]	1	1	1.33	1.33		
[illegible]	3	1	1	1.33		
[illegible]	4	5	4.33	4.67		
[illegible]	5	5	4.67	4.33		
[illegible]	4	4	4.33	5		
[illegible]	4	5	4.67	4.33		
[illegible]	4	4	4	4		
[illegible]	4	5	4.33	4.33		

Responses: 1 Never/Rarely 2 Occasionally 3 Sometimes 4 Often 5 Always/Almost Always

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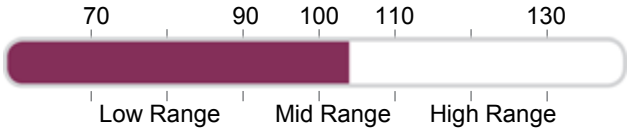
MHS

Well-Being Indicator

Happiness satisfied with life; content

104



In the EQ-i 2.0 model, Happiness is different than the other EI abilities in that it both contributes to, and is a product of, EI. As such, your client's result in Happiness can be used as a barometer of emotional health and well-being.

Although the causes and factors related to an individual's happiness extend beyond the scope of this assessment, it is important to examine your client's Happiness result in relation to the other EI subscales. For example, would strengthening lower subscales lead to improved Happiness? Or will increased Happiness stem from working within the client's strengths and talents? In either case, the best way forward is as unique to each person as his or her own definition of Happiness.

The four subscales most often associated with Happiness are:

- **Self-Regard**
- **Optimism**
- **Self-Actualization**
- **Interpersonal Relationships**

Happiness

The result in Happiness suggests that your client feels satisfied with life, and generally enjoys the company of others and work responsibilities. Your client may:

- have fun at both work and play.
- be seen by coworkers as likeable and pleasant to be around.
- have to occasionally manage discontentment with certain aspects of life.

Although your client has no low scores in the four subscales typically tied to Happiness, you should further examine other lower scoring subscales (Impulse Control) which may be holding your client back from experiencing greater happiness. Are there goals your client can set that are related to these areas?

Self-Regard (111)

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your client's high self-regard helps to promote positive feelings about oneself, confidence, and enhanced life satisfaction and happiness. You might ask:

- If you could improve one facet of your life, what would it be? Why?
- Aside from material things, what is it about you that makes you truly happy?

Optimism (103)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. The results suggest that your client is optimistic and hopeful most of the time, but perhaps could use this outlook more frequently so that Happiness becomes even more personal, permanent and justifiable. You might ask:

- When are you the least optimistic? How could your outlook in these situations be improved?
- When faced with a new challenge, how do you typically feel? List your emotions and identify why you feel this way.

Interpersonal Relationships (105)

Well-developed relationships serve as a buffer from the negative effects of life's daily demands. The result suggests that your client's relationships are fulfilling for the most part, but there may be times when more encouragement and support is needed from peers. You might ask:

- What causes struggles in your relationships and what could make things better?
- What are the most desirable attributes of the people you spend time with?

Self-Actualization (117)

Happiness comes from a willingness to learn and grow on a journey aligned with personal values. Your client's level of self-motivation and feelings of an enriched life ultimately drive personal achievements and overall happiness. You might ask:

- Are there areas in your work or personal life that you would like to further develop? If so, how can these endeavors mesh with your current lifestyle?

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Follow-up Questions

The following questions are suggested to probe further into your client's results.
Questions are listed by subscale.

Self-Regard

1. What do you believe are your strengths? Provide an example where you used your strengths to your advantage.
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

Self-Actualization

1. What are some of your interests outside of work?
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Emotional Self-Awareness

1. How do your emotions affect other people? Can you provide an example where your teamwork (or a relationship) was affected by the way you were feeling?
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Emotional Expression

1. Are there some emotions you feel more comfortable expressing than others? Why do you think that is? How do express what you are feeling? Give examples?
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Assertiveness

1. Describe a scenario in which you behaved assertively. What specifically did you do or say that was assertive?
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

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Follow-up Questions

Independence

1. Describe your typical style for making decisions.

Interpersonal Relationships

1. Describe a time when you had to mediate a conflict between team members. Describe a time when you had to deal with an interpersonal conflict with a team member. How did your emotions differ between experiences?

Empathy

1. Tell me about a time when it was really important that you were able to understand the way someone else felt. How did you convey this understanding? How did you ensure you understood them?

Social Responsibility

1. What have you done recently to help those in need?

Problem Solving

1. What was one of the most challenging problems you have ever had to solve? Describe the problem solving process you used to arrive at this solution.

Reality Testing

1. Would you describe yourself as a realist or an idealist? How does this description manifest itself in your job?

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Follow-up Questions

Impulse Control

1. How do you typically deal with an impulse to act?

Flexibility

1. Would others say that you are flexible and open to change, or rigid and set in your ways? What benefits and drawbacks does your typical style bring to your workplace?

Stress Tolerance

1. How do you tackle stressful circumstances at work? What is an example of where you had to manage stress in order to get your job done?

Optimism

1. Would you describe yourself as having positive or negative expectations about how things will turn out? How does this impact the way you set goals and objectives?

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EQ 360

Action Plan

The steps your client takes towards achieving his/her EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide your client towards accomplishing personal objectives. Remember to use the SMART© goal setting criteria for each goal.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

Write down three EI skills or behaviors that require further development (i.e. empathy-reflective listening, emotional self awareness- recognizing how your body reacts to stress). The SMART goals should then help to strengthen these EI skills and behaviors

1.
2.
3.

Write down three overall qualities that your client would like to have (i.e., integrity, providing clear leadership, team player, clear communicator). In some way the SMART goals he/she outlines in this action plan should help achieve these qualities identified."

1.
2.
3.

Transfer your SMART goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Listen to others	In team meetings Starting from today	Other people will listen to me I will get to hear everyone's views	Feedback from the team to say that I am listening to them more Take actions that other people have suggested	From the team to give me honest feedback	Time – often do not have time to listen to views but just need to give instructions. If this is the case need to tell people at the beginning of the meeting

I commit to this action plan _____ .
(signature)

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MHS

Name: Serena Sample

EQ 360

EI Development Commitment

A Development Commitment is a tool to help hold your client accountable for accomplishing the goals outlined in his/her action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get back to the office and company demands win the competition for time and attention. By outlining your client's objectives here, and ensuring that your client does the same you are holding your client more accountable to reach their professional objectives.

My Client's Development Goals

My client's action plan includes the following goals:	Due Date
1.	
2.	
3.	
4.	

Your Signature _____ Your Client's Signature _____

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EQ 360

Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
1. [illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible] ⑤ [illegible] ❒ [illegible]
2. [illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible]

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EQ 360

Coach's Guide to an EQ 360 Debrief Session

Phase	Points to Keep in Mind	Questions to Ask
3. [illegible]	[illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible]
4. [illegible]	[illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible]
5. [illegible]	[illegible]	❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible]
6. [illegible]	[illegible]	❒ [illegible] ❒ [illegible] [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible] ❒ [illegible]

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Open-Ended Responses

This page shows how your raters responded to the short-answer questions presented in the EQ 360. Answering these questions is optional, so you may see a different number of responses to each question. If none of your raters chose to answer a particular question, "No one answered this question" will appear in the answer field.

Q: How does this individual respond when resolving conflicts?

M1: No one answered this question.

P1: Not Provided
P2: Not Provided
P3: She defends her case assertively

DR1: She can become defensive
DR2: Tries to see the other person's perspective
DR3: She is diplomatic

Q: What areas of leadership do you believe are strengths for this individual?

M1: No one answered this question.

P1: Not Provided
P2: Not Provided
P3: she is very optimistic and believes in challenging yourself

DR1: she is optimistic, and confident
DR2: great relationship skills, shares vision well
DR3: She is very postive, optimistic

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